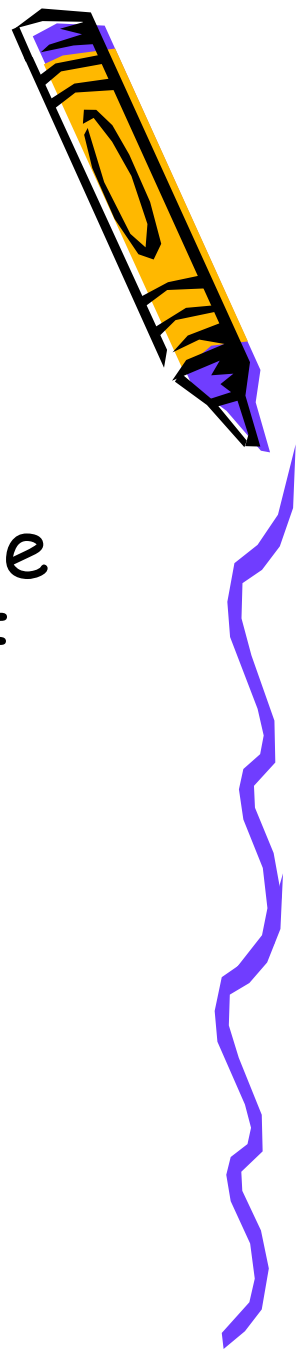




Principles and Practices in Language Teaching: Teaching for Communication

Dr. Kristen Pennycuff Trent

What Is Language?

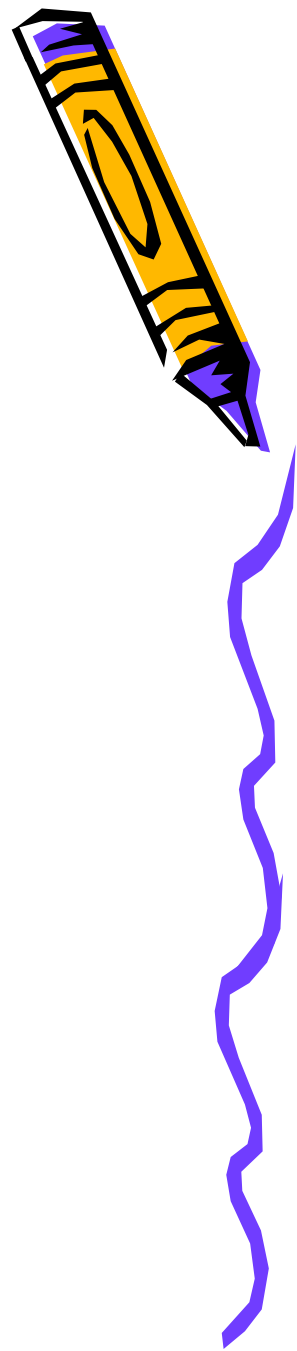


- Language is the vehicle humans employ to express and communicate emotions and/or ideas by means of speech and hearing.
- Speech denotes the power to articulate utterances.



First Language Acquisition Theories L1

- Behaviorist Perspective
- Innatist Perspective
- Interactionist Aspects



Behaviorist Perspective

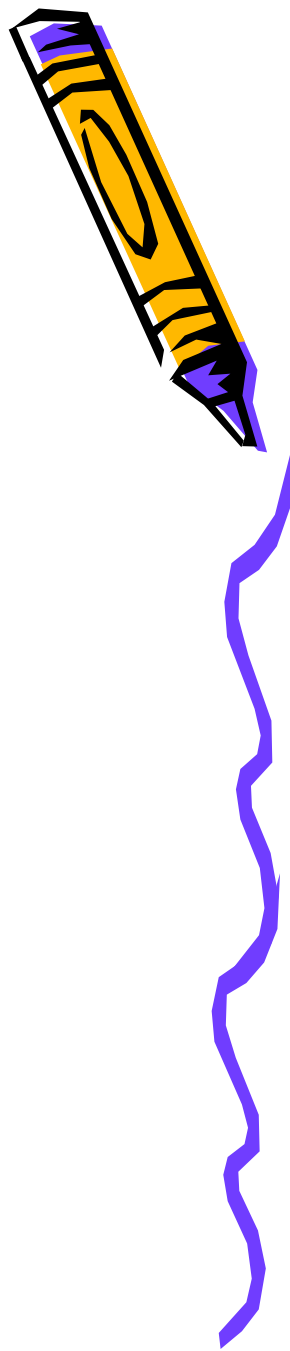


- B.F. Skinner
 - **Stimulus:** Parents/caregivers talked to the young child using gesturing, demonstrating, showing, and telling.
 - **Response:** The child produced some form of utterance/speech.
 - **Reinforcement:** The parent/caregiver praised or demonstrated understanding. This reinforcement encouraged continuation of the behavior.



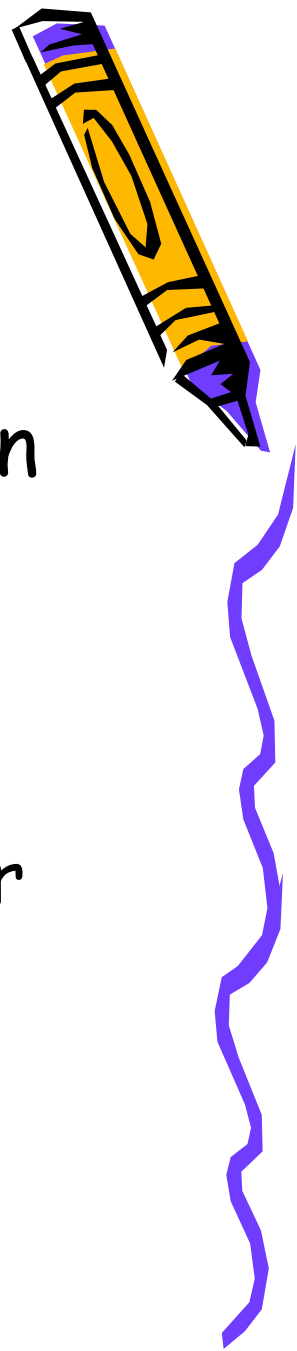
Behaviorist Perspective

- Mother: The kitty is saying meow.
- Child: Kitty meow.
- Mother: Yes! The kitty is saying meow.

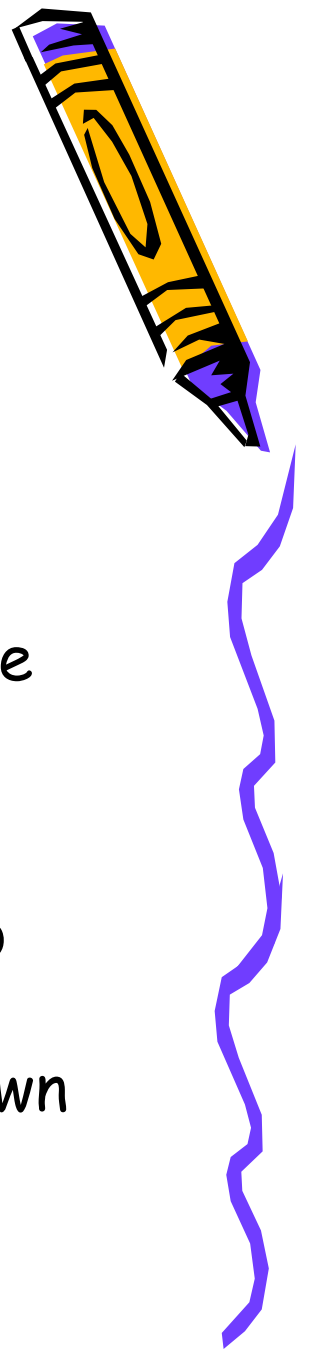


Behaviorist Perspective

- Flaw: Does not explain how children come up with novel utterances
 - Mother: Where did the ball go?
 - Child: It *goed* under the table.
 - Mother: You are right! It *went* under the table!



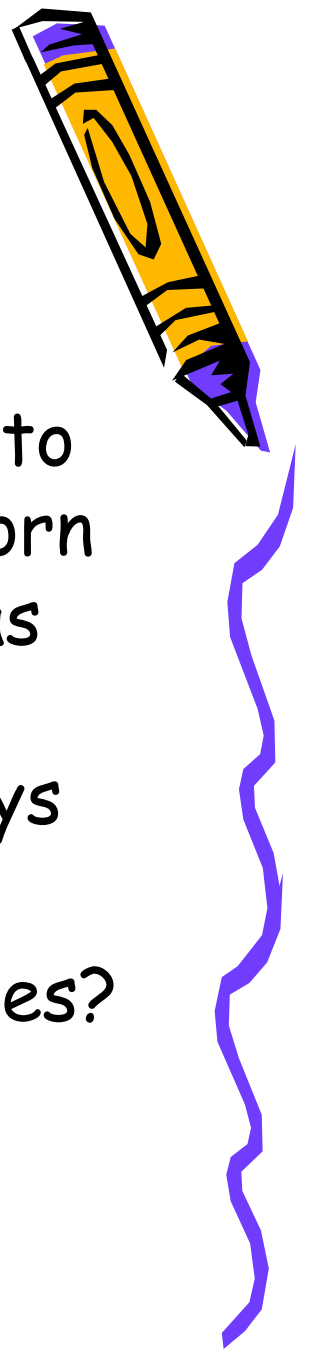
Innatist Theory



- Noam Chomsky
 - Language Acquisition Device (LAD)
 - Innate system to equip infants to analyze language around them
 - Universal Grammar
 - Grammar template that allows infants to select the grammatical rules of their language and gradually construct their own rules through hypothesis testing



Innatist Theory



- The scene takes place in a home in Puerto Rico. The mother is American (native born and raised in the United States) and has always spoken to her daughter, Ana, in English. Ana is 3 years old and has always spoken to her mom in Spanish.
 - Mom: Ana, did you hang up your clothes?
 - Ana: Si, Mami. Ya yo la jangue. (Yes, Mom. I already hung it.)



Interactionist Theory



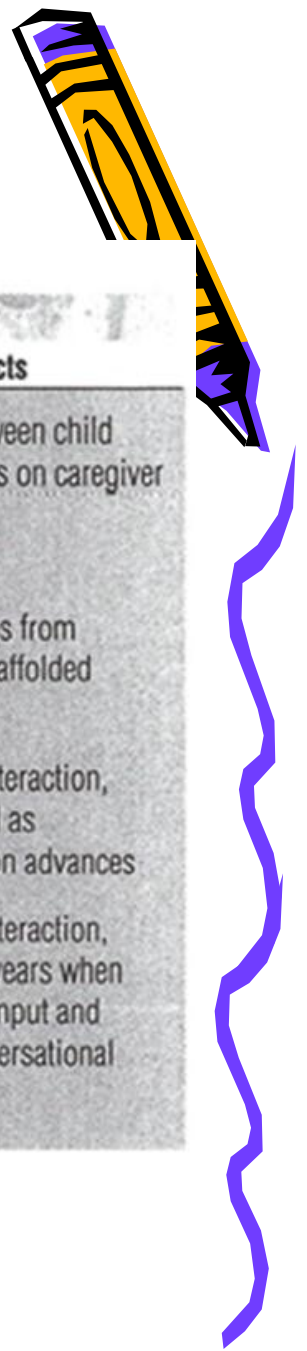
- Cognitive psychology (Jean Piaget, Lois Bloom, and Dan Slobin)
 - Language is directly related to cognitive development.
 - The **interaction** between **nature** (innate ability to acquire language) and **nurture** (the role of the social environment) that allows language to develop



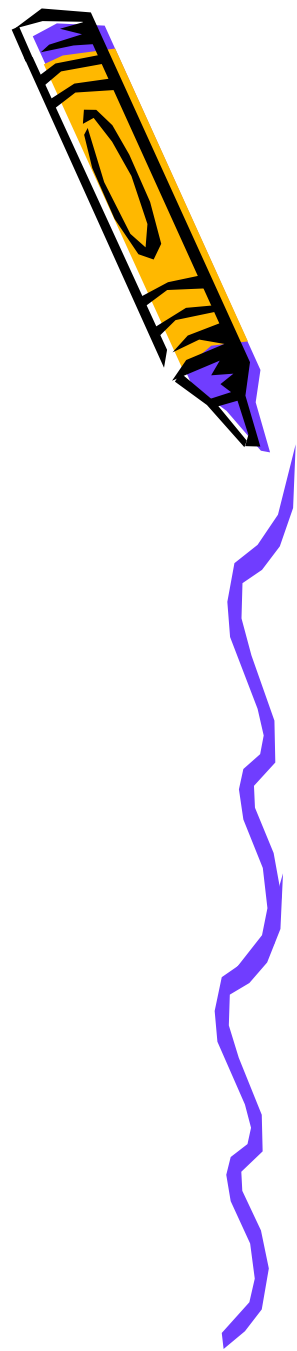
TABLE 10-1

Comparison of Behaviorist, Innatist, and Interactionist Theories of Language Acquisition

Acquisition	Behaviorist Perspective	Innatist Perspective	Interactionist Aspects
Linguistic Focus	Verbal behaviors (not analyzed per se); words, utterances of child and people in social environment	Child's syntax	Conversations between child and caregiver; focus on caregiver speech
Process of Acquisition	Modeling, imitation, practice, and selective reinforcement of correct form	Hypothesis testing and creative construction of acts Syntactic rules using LAD	Acquisition emerges from communication; scaffolded by caregivers
Role of Child	Secondary role: imitator and responder to environmental shaping	Primary role: equipped with biological LAD, child plays major role in acquisition	Important role in interaction, taking more control as language acquisition advances
Role of Social Environment	Primary role: parental modeling and reinforcement are major factors promoting language acquisition	Minor role: language used by others merely triggers LAD	Important role in interaction, especially in early years when caregivers modify input and carry much of conversational load



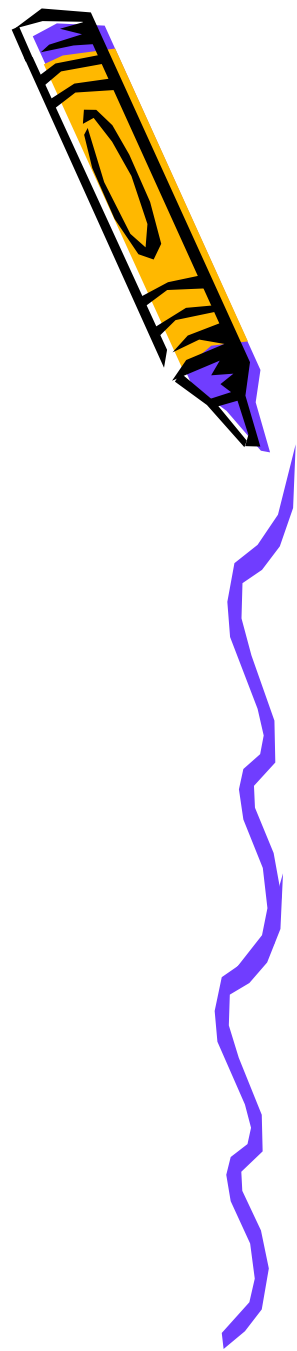
Second Language Acquisition L2



- Krashen's Five Hypotheses
 1. the acquisition versus learning hypothesis,
 2. the natural order hypothesis,
 3. the monitor hypothesis,
 4. the comprehension hypothesis, and
 5. the affective filter hypothesis



Acquisition vs Learning Hypothesis



Acquisition

- Informal process
- "Picking up"
- Unconscious process
- Implicit

Learning

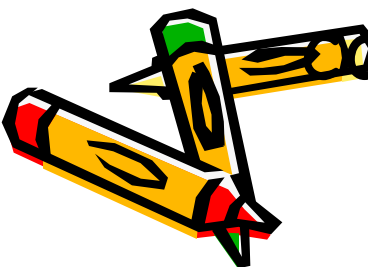
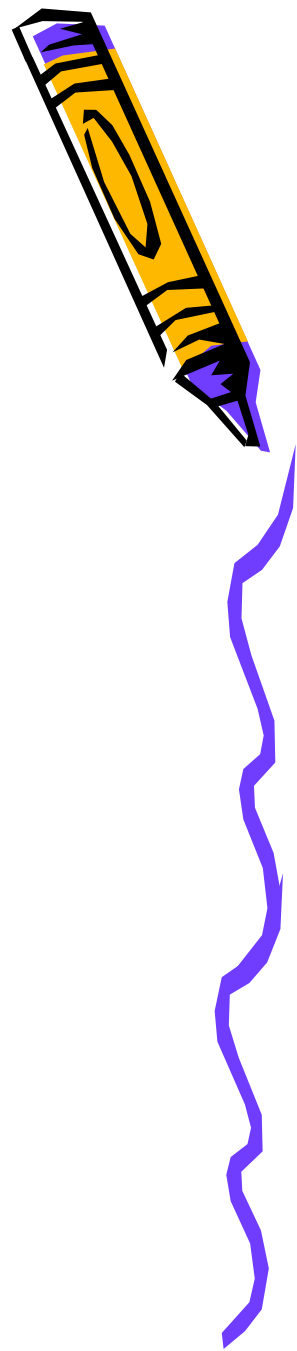
- Formal process
- "Knowing about"
- Conscious process
- Explicit

Students must be immersed in
meaningful and comprehensible
contexts.



Acquisition vs Learning Hypothesis

- Teachers must focus on communication rather than memorization of rules
- Immersion in meaningful and comprehensible contexts a must
- Using the language in meaningful interactions develops communicative competency



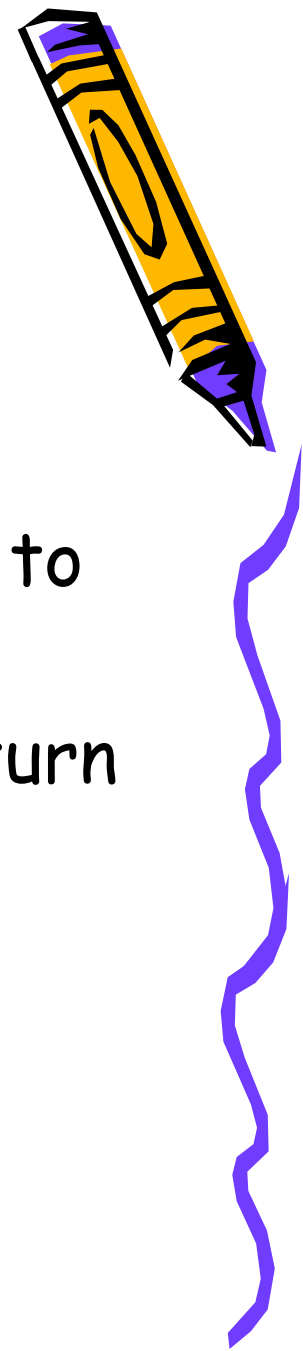
Acquisition vs Learning Hypothesis



- Language "learning," or knowledge of grammatical rules, or use of much drill-and-pattern practice, does not account for spoken language.
 - (Krashen, 2004, 2009).



Acquisition vs Learning Hypothesis



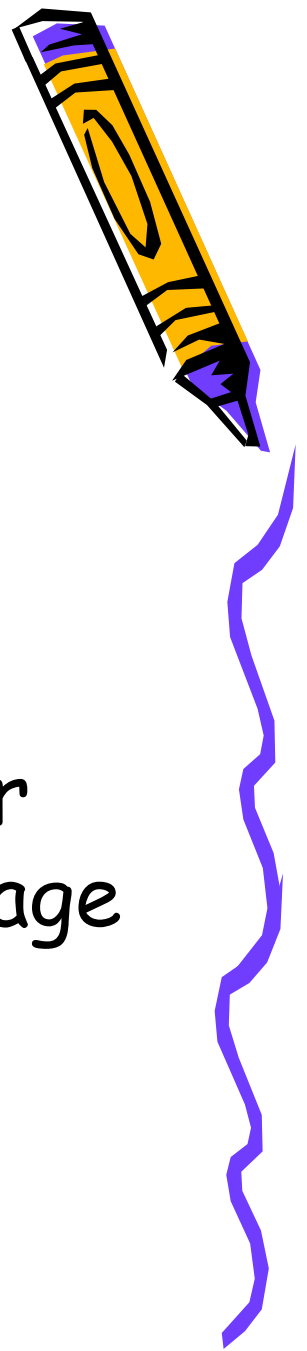
- Criticism

(1) only language that is acquired leads to fluent communication and

(2) language that is "learned" cannot "turn into" spoken language.



Acquisition vs Learning Hypothesis in the Classroom



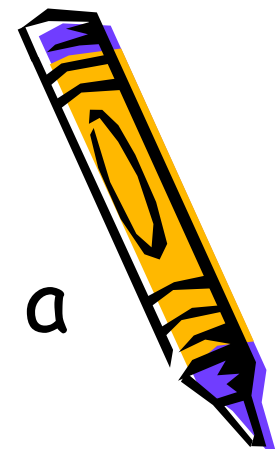
- Employ thematic instruction.
- Avoid rote memorization and “drill and kill”
- Provide numerous opportunities for practicing the new concepts/language
- Use integrated curriculum
- Create an information gap



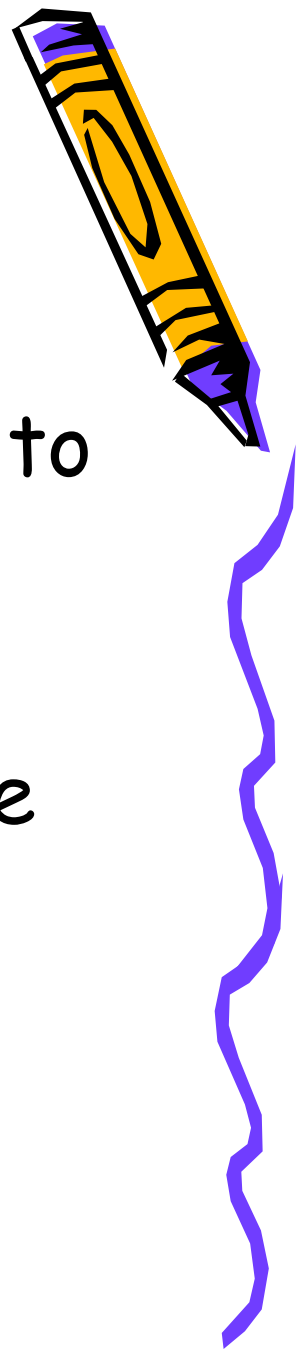
Natural Order

Models first language acquisition in a natural progression

1. Preproduction, comprehension, or silent stage or period
 - No words
2. Early production
 - 1 to 2 word sentences
3. Speech emergence
 - 3-4 word sentences
4. Intermediate fluency
 - errors are developmental and students will outgrow them as they are exposed to what is appropriate



Natural Order in the Classroom



1. Organize instruction from simple to complex.
2. Respect the silent period.
3. Allow mistakes because errors are developmental.
4. Don't correct oral mistakes each time.



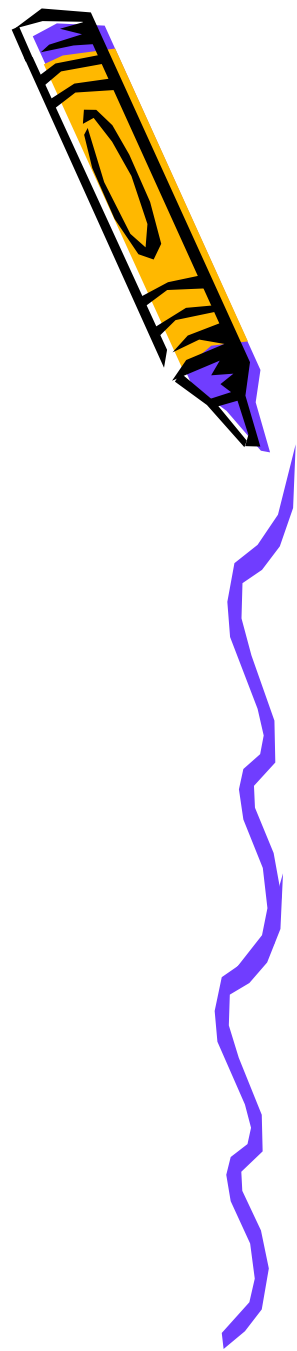
The Monitor Hypothesis



- When learners know language rules, they can self-correct as needed
- In order to work, learners need:
 - Time to think about what they need to say or have said
 - To focus on form (how do I say it correctly?)
 - Knowledge of rules and be able to apply them



The Monitor Hypothesis in the Classroom



- Allow think time.
- Provide numerous encounters with the same concepts.
- Use the discovery method.
- Model appropriate language.

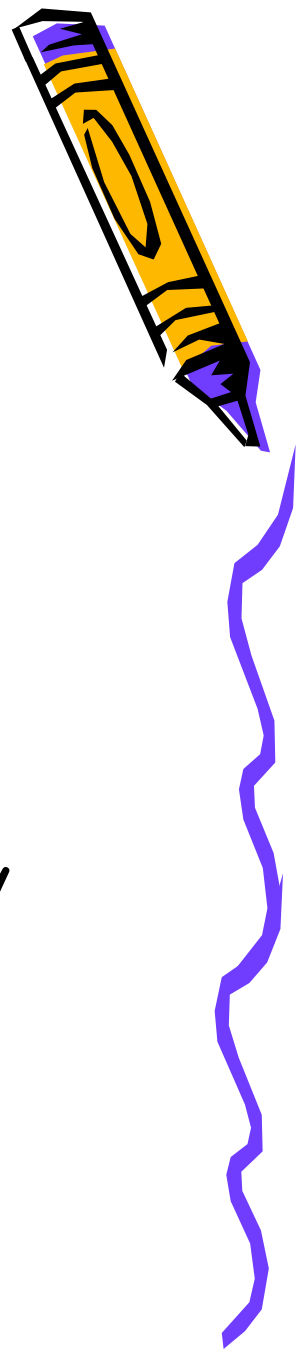


Comprehension or Input Hypothesis

- Input needs to be comprehensible, but slightly above current level of competency ($i + 1$)
- Teachers must present materials in ways that are not tied language
 - Visuals
 - Objects
 - Manipulative
 - Modeling
 - Gesturing
 - Parentese (repeat, rephrase, slower speech)
 - Charts



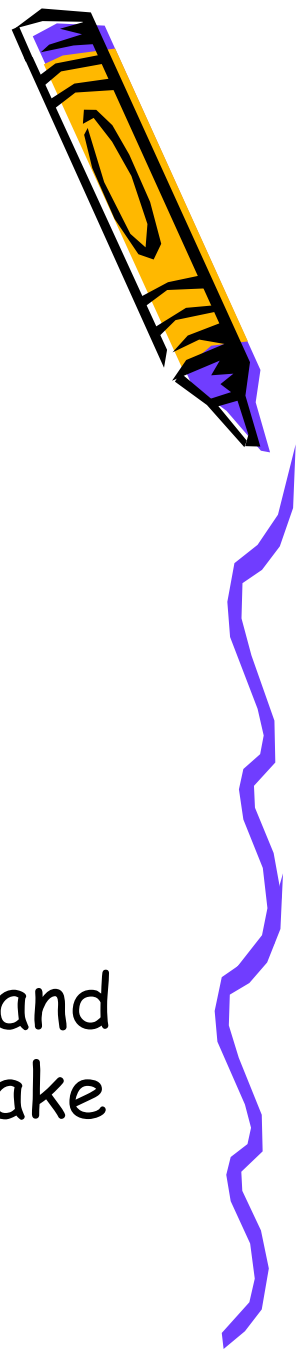
Comprehension or Input Hypothesis in the Classroom



- Provide comprehensible input
 - Modeling, demonstrating, visuals, and manipulatives
- Employ "parentese"
 - Repeat, rephrase, slow down, simplify language



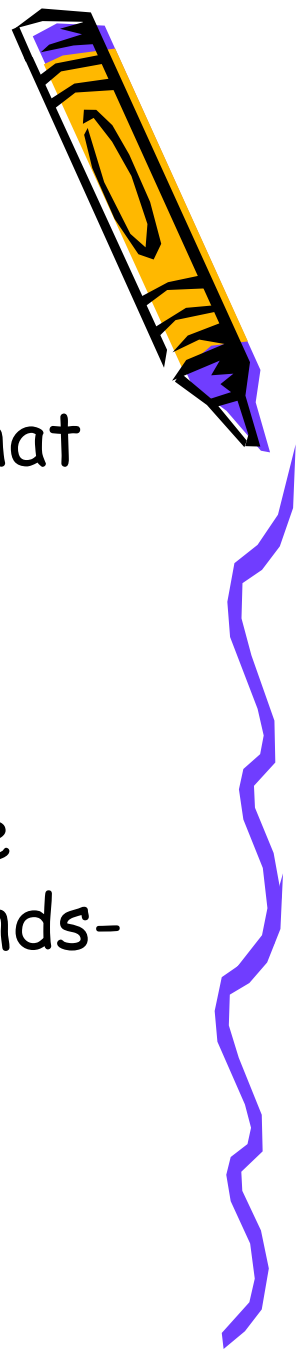
Affective Filter Hypothesis



- Most important affective variables favoring second language acquisition:
 - Low-anxiety learning environment
 - Self-confidence
 - Self-esteem
- Students able to acquire language in an environment where they feel accepted and free to take risks; they know if they make mistakes, they will not be ridiculed



Affective Filter Hypothesis in the Classroom

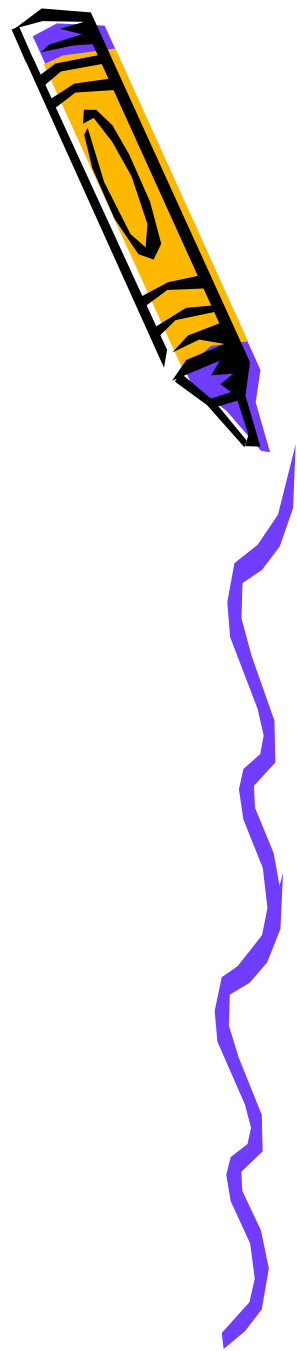


- Create an environment that is
 - Nonthreatening
 - Risk-safe
 - Warm and accepting
 - A place where students encounter success daily
- Capitalize on what students know
- Provide positive feedback
- Use cooperative learning and hands-on activities
- Reflect on your own attitudes

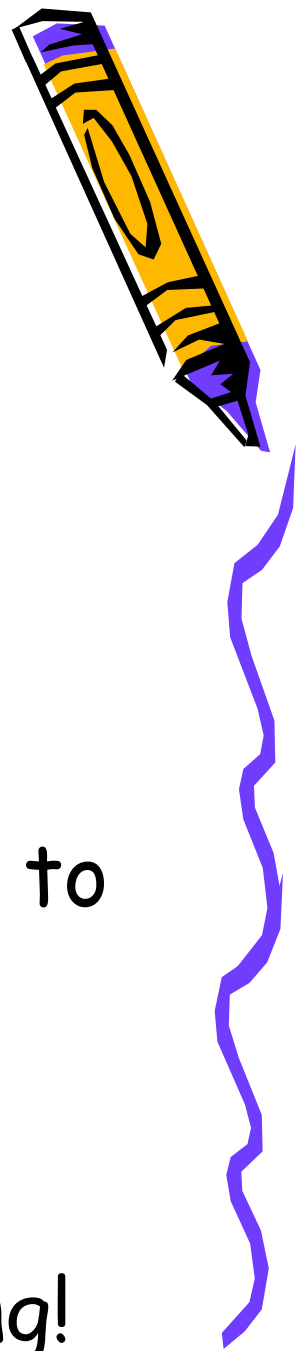


Stages of L2 Acquisition


- Pre-Production
- Early Production
- Speech Emergence
- Intermediate Fluency



Silent Period



- Interval of time during which a newcomer is unable or unwilling to communicate orally in the new language
- May last a few days or may last up to a year
 - Personality or native culture

 Students ARE learning during this stage, even if they are not speaking!

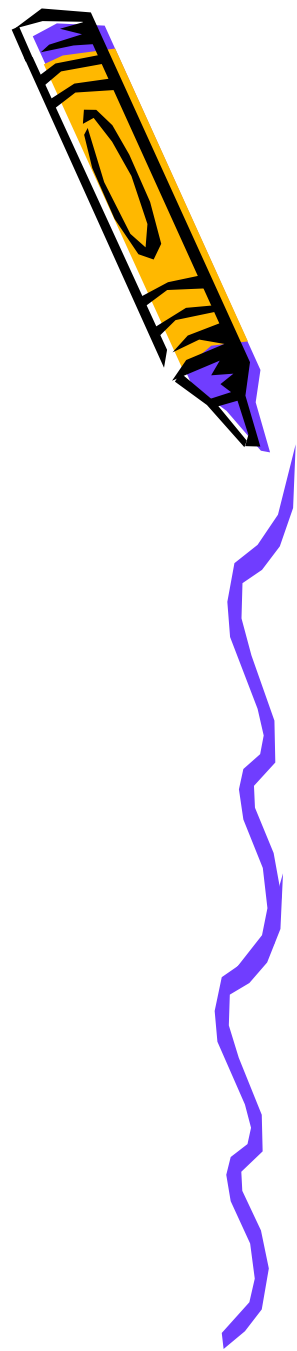
Pre-Production Period



- They may have up to 500 words in their receptive vocabulary.
- New learners of English can listen attentively and they may even be able to copy words from the board.
- They will be able to respond to pictures and other visuals.
- They can understand and duplicate gestures and movements to show comprehension.
- Choral reading and Total Physical Response methods will work well with them.
- English language learners at this stage will need much repetition of English.
- They will benefit from a "buddy" who speaks their language.
- Teachers should focus attention on listening comprehension activities and on building a receptive vocabulary.



Pre-Production Questioning Techniques



- Point to...
- Find the...
- Put the _____ next to the _____.
- Do you have the _____?
- Is this a _____?
- Who wants the _____?
- Who has the _____?



Early Production

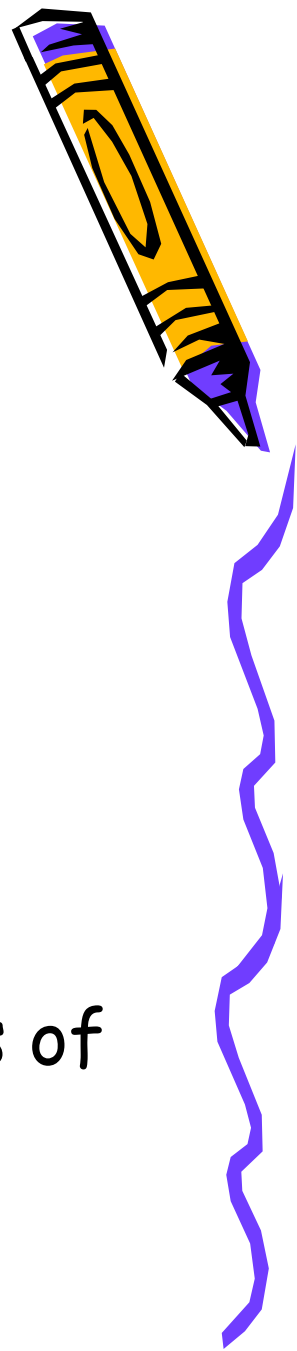


- Ask yes/no and either/or questions.
- Accept one or two word responses.
- Give students the opportunity to participate in some of the whole class activities.
- Use pictures and realia to support questions.
- Modify content information to the language level of ELLs.
- Build vocabulary using pictures.
- Provide listening activities.
- Simplify the content materials to be used. Focus on key vocabulary and concepts.
- When teaching elementary age ELLs, use simple books with predictable text.

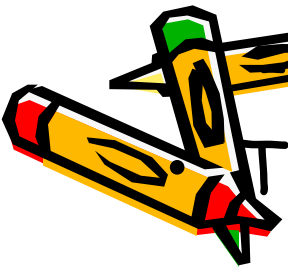
Support learning with graphic organizers, charts and graphs. Begin to foster writing in English through labeling and short sentences. Use a frame to scaffold writing.



Early Production Questioning Techniques



- Yes/no
 - Is the "trouble" light on?
- Either/or
 - Is this a screwdriver or a hammer?
- One word response
 - What utensil am I holding in my hand?
- General questions which encourage lists of words

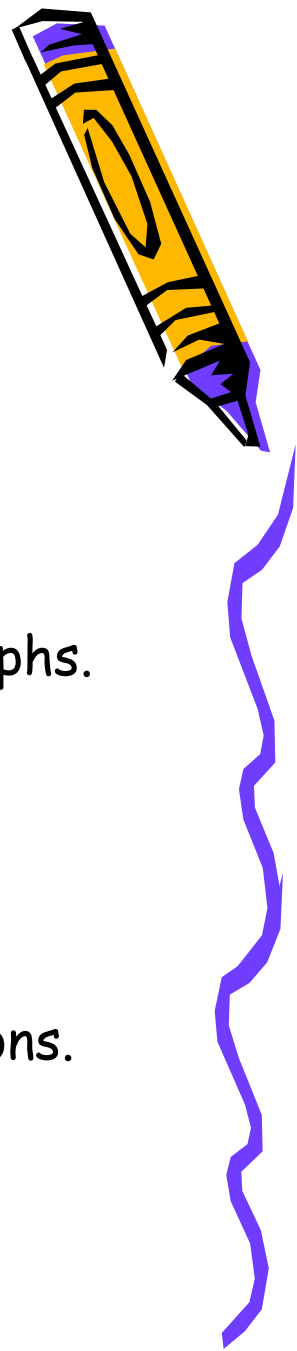


What do you see on the tool board?

• Two word response

Where did he go? "To work"

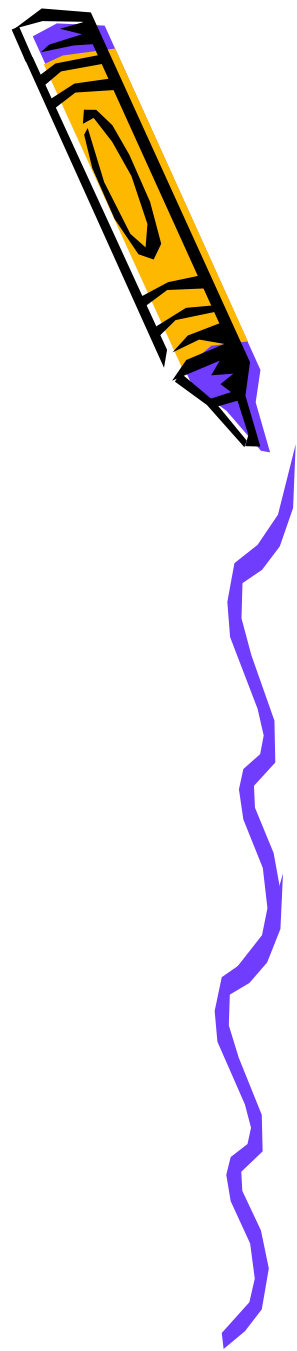
Speech Emergence



- Sound out stories phonetically.
- Read short, modified texts in content area subjects.
- Complete graphic organizers with word banks.
- Understand and answer questions about charts and graphs.
- Match vocabulary words to definitions.
- Study flashcards with content area vocabulary.
- Participate in duet, pair and choral reading activities.
- Write and illustrate riddles.
- Understand teacher explanations and two-step directions.
- Compose brief stories based on personal experience.
- Write in dialogue journals.



Speech Emergence Questioning Techniques



- Why?
- How?
- How is this like that?
- Tell me about...
- Talk about...
- Describe...

How would you change this?



Intermediate Fluency



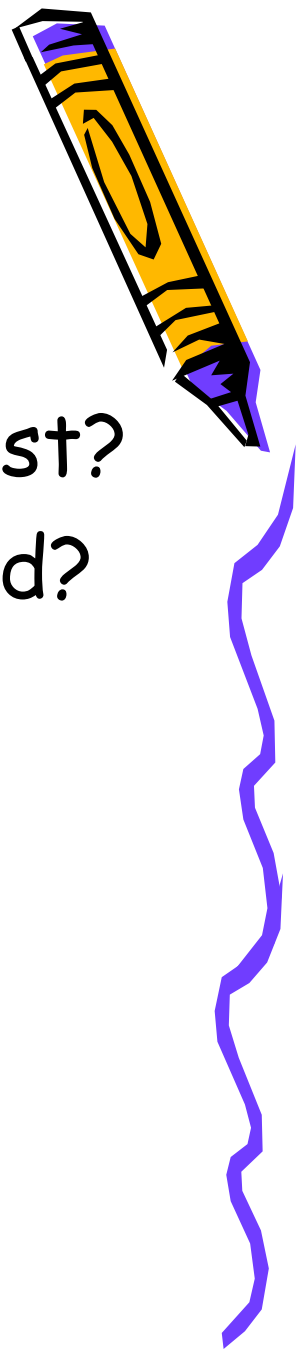
- Vocabulary of about 6,000 words
- Use more complex sentences when speaking and writing
- Willing to express opinions and share thoughts
- May be able to work at grade level in Math and Science while comprehension is increasing in Reading and Social Studies
- Use strategies from native language to learn content in English



Writing will have many errors while they master grammar and sentence structure

May translate writing into native language first

Intermediate Fluency Questioning Techniques



- What would you recommend/suggest?
- How do you think this story will end?
- What is the story mainly about?
- What is your opinion?
- Describe/compare
- How are these similar/different?

What would happen if?

Which do you prefer? Why?

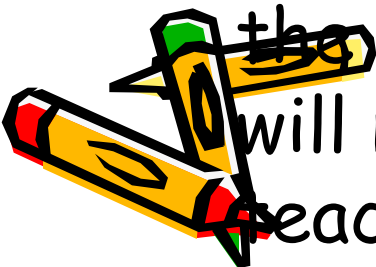
• Create



Advanced Fluency



- Takes 4-10 years to achieve cognitive academic language proficiency in a second language.
- Student at this stage will be near-native in their ability to perform in content area learning.
- Most ELLs at this stage have been exited from ESL and other support programs. At the beginning of this stage, however, they will need continued support from classroom teachers especially in content areas such



Points to Remember



- Communicative competence requires mastery of all four language processes.
 - Listening, speaking, reading, and writing
- Behaviorists explained L1 as a process of imitation of the caregiver.
 - But they could not explain novel utterances.



Points to Remember

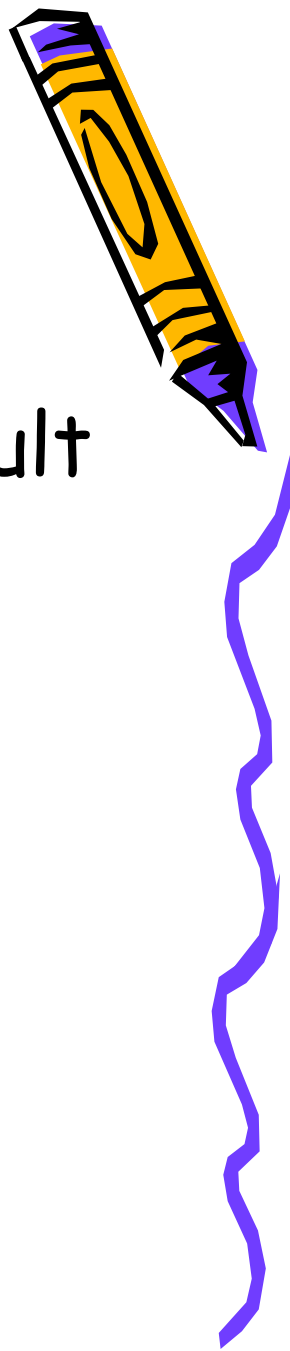


- Innatists claimed that L1 resulted from an innate ability.
- They hypothesized that infants were born with a biological language acquisition device (LAD) that equipped them for linguistic analysis.
 - But they could not explain how children who were not exposed to language could develop it.

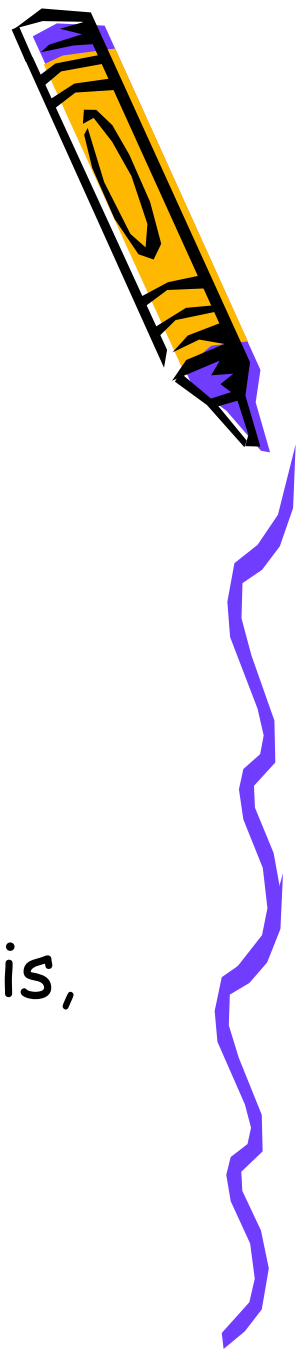


Points to Remember

- Interactionists explain L1 as a result of interaction between
 - Nature (innate ability to acquire language) and
 - Nurture (the role of the social environment)



Points to Remember



- Krashen's Five Hypotheses
 - the acquisition versus learning hypothesis,
 - the natural order hypothesis,
 - the monitor hypothesis,
 - the comprehension or input hypothesis, and
 - the affective filter hypothesis

